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ABSTRACT

Four hundred twenty-six elementary, middle and high school teachers from the Albuquerque (New Mexico) Public Schools participated in a four-day staff development program in Effective Teaching Training, in January, 1986. This report evaluates that program in terms of: (1) effectiveness of staff development as defined in current research; (2) participants' satisfaction regarding content and presentation; (3) participants' evaluation of their level of awareness and application of teaching concepts before and after training; and (4) participants' attitudes toward themselves, teaching, students, and staff development. Data were collected in pre- and post-training questionnaires and interviews. The program appeared to satisfy most of the criteria of effective teaching defined by current research--it followed the prescribed sequence of instruction, was conducted by the school district, was held at convenient times, and was an ongoing effort. Overall, teachers indicated strong approval of the content and presentation of the program and showed greatly increased levels of awareness for all concepts presented. On attitude, only two of the 30 specific questions showed significant change following the program, but overall attitudes improved on all questions, and all attitudes were found to be relatively positive before the training. (Appendices include: Workshop Evaluation Form; Level of Awareness of "Effective Teaching Training" Concepts questionnaire; and Teacher Attitude Survey.) (JGL)

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EFFECTIVE TEACHING TRAINING

PROGRAM EVALUATION REPORT

AUGUST 1986

ALBUQUERQUE PUBLIC SCHOOLS

TM 870 477

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TABLE OF CONTENTS

PAGE

ADMINISTRATIVE SUMMARY.....1

EFFECTIVE TEACHING TRAINING PROGRAM EVALUATION REPORT.....3

METHODOLOGY.....5

TABLE I - YEARS OF SERVICE TO A.P.S.....6

TABLE II - YEARS OF EXPERIENCE IN EDUCATION.....6

ANALYSIS OF RESPONSES TO EVALUATION QUESTIONS.....7

CRITERIA FOR QUALITY STAFF DEVELOPMENT AS DEFINED THROUGH RESEARCH.....7

TEACHERS' PERCEPTIONS OF CONTENT, PRESENTATIONS AND CONCEPTS OF EFFECTIVE TEACHING TRAINING.....12

TABLE III - APS STAFF DEVELOPMENT WORKSHOP EVALUATION RESULTS.....13

TABLE IV - EFFECTIVE TEACHING WORKSHOP EVALUATION.....15

LEVELS OF IMPACT ON TEACHERS OF CONCEPTS OF EFFECTIVE TEACHING TRAINING.....19

TABLE V - MEAN PRE- AND POST-TRAINING LEVEL OF AWARENESS SCORES.....20

TABLE VI - SURVEY OF TEACHER LEVELS OF AWARENESS.....21

TABLE VII - LEVEL OF AWARENESS COMPOSITE MEANS.....22

TEACHERS' ATTITUDES TOWARD EDUCATION BEFORE AND AFTER EFFECTIVE TEACHING TRAINING.....23

TABLE VIII - SUMMARY OF PRE- AND POST-TRAINING SCORES ON TEACHER ATTITUDE SURVEY.....24

TABLE IX - SURVEY OF TEACHER ATTITUDES.....25

CONCLUSIONS.....27

REFERENCES.....29

APPENDIX: SURVEY INSTRUMENTS.....30

E F F E C T I V E T E A C H I N G T R A I N I N G

P R O G R A M E V A L U A T I O N R E P O R T

ADMINISTRATIVE SUMMARY

INTRODUCTION

In January of 1986, the Albuquerque Public Schools, through the Employee Resource and Renewal Center, began a staff development program in Effective Teaching Training, which will be provided to all district teachers over the next several years. During the first semester of operation, 426 elementary, middle, and high school teachers each received four days' release time to take part in the inservice training. Based on the work of Madeline Hunter and Ernest Stachowski, Effective Teaching Training has as its stated goals the validation of the good teaching practices that are already being used in the district, the provision of a common language for teachers and administrators to discuss and improve the teaching/learning process, and the creation of an awareness of the research-substantiated elements in the science of effective teaching practices.

The evaluation of the Effective Teaching Training program was designed to address four major issues: the extent to which Effective Teaching Training satisfies the criteria for quality staff development as defined through current research; the perceptions of individual teachers regarding the content, presentation, and concepts of the training in relation to their professional concerns, needs, and development; the awareness of the elements of training on teachers both before and after participation; and the extent to which the training affects teachers' attitudes toward themselves as professionals, teaching as a profession, students as learners, and staff development as an opportunity for professional growth.

The conclusions presented in the report are based on a review of staff development research; pre-and post-training surveys of participants' attitudes toward teaching and levels of awareness of training concepts; interviews with a stratified random sample of participants; and questionnaires completed by participants at the close of each four-day session.

CONCLUSIONS

- The Effective Teaching staff development program satisfies many criteria for quality inservice as defined through current research, particularly in that it follows the recommended sequence and method of presentation; that it is an effort of the school district and not the product of a university or outside consultant; that it is held at convenient times for participants; and that it is an ongoing effort of the district as opposed to a "one shot" presentation.

- Those criteria which the program does not completely satisfy include: although there is a change of emphasis with regard to program content based on participant feedback, the training is not planned by participants; although it is adapted to each group's needs it is generally the same with regard to basic content for all participants; although there is an expectation that it will facilitate interaction between administrators and teachers at the school level, the training itself involves little or no interaction between administrators and

teachers; and the program is not based on assessed needs specific to APS (it is drawn from "Effective Schools" research).

- Participants completing questionnaires and receiving interviews following the four-day training expressed strong approval of and enthusiasm for the content of the program and the methods of presentation.

- According to pre- and post-training surveys, the level of awareness of the concepts of the training among participants increased significantly following the four-day sessions, indicating that some teachers had learned new skills and techniques to implement in the classroom while many others had acquired a "common language" to share with other teachers and administrators regarding practices which they had previously established in the classroom.

- Teachers expressed more favorable attitudes toward education in general following training than before training, particularly with regard to the benefit of inservice programs and the ongoing improvement of the state-of-the-art of teaching. The training had little effect on perceptions of teachers with regard to such specifics as: students as learners; peer interaction; the self-image of teachers; or the public image of teachers. However, attitudes toward these issues were measured to be positive both before and after training.

EFFECTIVE TEACHING TRAINING

PROGRAM EVALUATION REPORT

In January of 1986, the Albuquerque Public Schools (APS), under the direction of the Employee Resource and Renewal Center (E.R. & R.), instituted Effective Teaching Training, a program of staff development based on the Upland Model Of Effective Teaching. From January through the end of the school year, three teams of APS teacher trainers (one team for elementary school level workshops, one team for middle school level workshops, and one team for high school level workshops), conducted four-day training sessions in Effective Teaching for APS teachers. The teams each consisted of three classroom teachers from the respective levels and either an instructional materials specialist or staff member from the E.R. & R. A total of 426 teachers, selected by principals to be the initial participants, had participated by the end of the school year. These workshops will continue in 1986-87 and subsequent years until all teachers and administrators have had the opportunity to receive the training. Program personnel hope that, as teachers and principals work together, teaching methods will be refined and ultimately these ongoing processes will result in more successful learning experiences for APS students.

Effective Teaching Training is closely linked with "Clinical Supervision," a structure which provides teachers with effective feedback regarding their teaching, and which was originally developed by Robert Goldhammer and Morris Cogan in the 1950's (Krajewski and Anderson, 1980). During the 1985-86 school year, all principals and some area and central office administrators received three days of Clinical Supervision training. Madeline Hunter, former principal of University Elementary School at the University of California at Los Angeles, along with Ernest Stachowski of the Professional Development Center in the Long Beach School District, have modified the original structure to include those teacher behaviors which Dr. Hunter has identified as positively related to student learning and Mattaliano's "identified competencies for performance" (Wolfe, 1981). The techniques and skills being taught to APS teachers under this structure include:

1. Reinforcement Theory - increasing productive behavior and enhancing student self-concept through reinforcement and rewards.

2. Motivation Theory - increasing students' motivation to learn by the appropriate use of several variables: interest, anxiety, knowledge of results, success, feeling tone and reward.

3. Practice Theory - utilizing basic principles of effective practice so that significant improvement occurs with each practice period.

4. Teaching to an Objective - knowing precisely what one wants to teach and what the students will do to demonstrate that they have acquired the learning and teaching directed to that end.

5. Task Analysis - breaking down a learning task into its component parts, and listing all the prerequisite skills.

6. Diagnosis and Prescription - determining student needs and designing appropriate learning activities at the proper level.

7. 5 Step Lesson Plan - planning and presenting a directed lesson that incorporates when appropriate an anticipatory set, instruction with modeling and checking for understanding, guided practice, closure, and independent practice.

8. Bloom's Taxonomy of the Cognitive Domain - extends students' thinking skills and improves questioning strategies.

9. Classroom Management Techniques - using a signal to obtain students' attention, turning waiting time into learning time, giving clear directions and obtaining feedback from students to check for their understanding, and helping students learn to work independently.

The Department of Planning, Research, and Accountability (PRA) designed an evaluation of Effective Teaching Training in order to determine the overall benefit the training provided to APS. In designing the program evaluation, the expected benefits to APS, as stated by the E. R. & R, were used as a basis for general evaluation questions. Joan Heinsohn, Director of E.R. & R., describes these benefits:

1. Teachers and administrators will acquire a common instructional language.

2. Teachers will acquire some new ideas and strategies to add to their teaching techniques.

3. Teachers will be able to share and articulate/identify their successful techniques.

4. Teachers will feel more valued as professionals, both through the participantion in training itself as well as by the system's providing release time.

In addition to addressing these expected benefits, it was also felt that Effective Teaching Training should be examined in light of the extensive research conducted recently on the nature of quality staff development programs for teachers. PRA, along with the staff of the E.R. & R., designed an evaluation which attempts to answer these four major questions:

1. Does Effective Teaching Training satisfy the criteria for quality staff development as defined through current research?

2. How do individual teachers view the content, presentation, and concepts of Effective Teaching Training in relation to their professional concerns, needs and development?

3. What levels of impact do the concepts of Effective Teaching Training have on teachers both before and after participation in the training? Does the training significantly increase teachers' understanding of these concepts and their abilities to apply the concepts and adapt them to their own teaching styles and circumstances?

4. What attitudes do teachers bring into Effective Teaching Training with regard to themselves as professionals, teaching as a profession, students as learners, and staff development as an opportunity for professional growth? Does participation in Effective Teaching Training improve teachers' attitudes in these areas?

METHODOLOGY

The evaluation design consists of five components, each one intended to singly or in conjunction with other components address one of the four major evaluation questions. The first element employed a standard staff development evaluation questionnaire which was completed by all 426 participants at the completion of Effective Teaching Training. The second involved a review of current articles which summarize and sythesize recent research findings on the nature of quality staff development programs for teachers. Thirdly, thirty-nine participants in Effective Teaching Training were chosen based on a stratified random selection of all participants to be interviewed in depth regarding their impressions, perceived benefits, perceived weaknesses, and usefulness of the training. Fourthly, 104 participants, which represents all APS teachers receiving Effective Teaching Training between April 15th and May 2nd, 1986, were administered pre- and post-training measures of their attitudes toward themselves as professionals, the profession of teaching in general, their feelings toward staff development, their impressions of today's students as learners, and the public image of teachers. Finally, these same teachers were administered pre- and post-training surveys on which they were asked to rate their levels of awareness of Effective Teaching Training techniques and concepts.

Characteristics of the Pre- and Post-Test Sample.

Pre- and post-training surveys of teachers' attitudes toward various aspects of the teaching profession and their levels of awareness of the elements of Effective Teaching Training were sent to a total of 104 teachers. This sample represented all the teachers scheduled to participate in Effective Teaching Training from April 15th through May 2nd, 1986. The respondents to the "Teacher Attitude Survey" were used to derive the figures on the following table. The totals for the "Level of Awareness" survey were slightly lower, since a few forms were incomplete and were therefore unusable.

Table I depicts years of service to APS of those teachers surveyed.

TABLE I

YEARS OF SERVICE TO A.P.S.

Teachers Surveyed for Effective Teaching

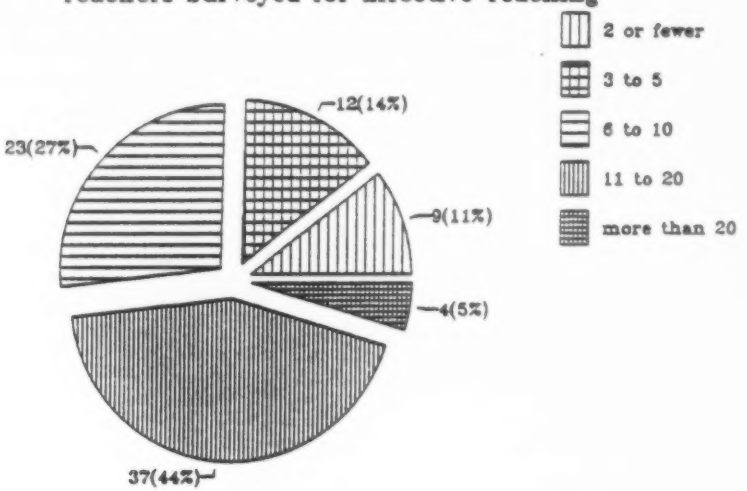
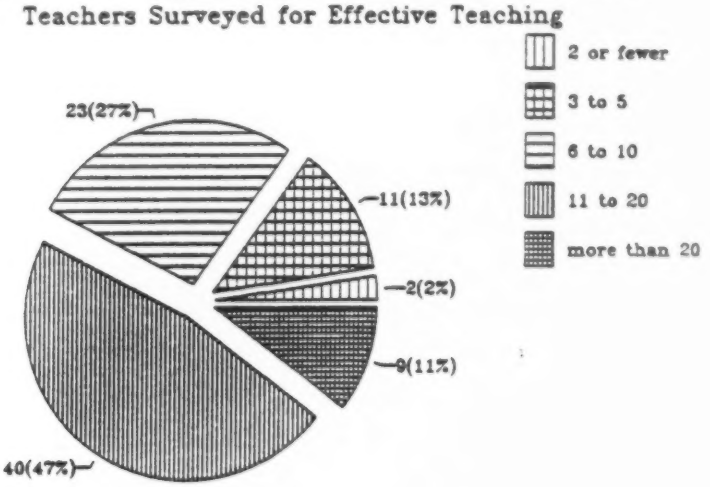


Table II depicts years of experience in education of those teachers surveyed.

TABLE II

YEARS OF EXPERIENCE IN EDUCATION

Teachers Surveyed for Effective Teaching



Of note here is the fact that more than half of the teachers responding to the surveys have more than ten years' experience in education. These figures also reveal that many of the respondents have teaching or educational experience beyond that which they have acquired with APS. In interpreting the data gathered for this evaluation it should be borne in mind that those teachers who provided information are veterans of the classroom.

ANALYSIS OF RESPONSES TO EVALUATION QUESTIONS

> Does Effective Teaching Training satisfy the criteria for quality staff development as defined through current research?

A great deal of literature has been generated over the past few years dealing with staff development and inservice training for teachers. Many of these studies also identify those practices in staff development which are most effective. Four articles which summarize research related to effective staff development and inservice training practices were found which outline research-derived profiles of "ideal" staff development efforts (Griffin, 1983). A profile of these articles, including the procedures utilized in the review of research, is cited below.

Joyce and Showers (1980) write:

> We analyzed more than 200 studies in which researchers investigated the effectiveness of various kinds of training methods. . . We have developed working hypotheses regarding expected levels of impact from the various training strategies. The hypotheses are extrapolations derived from investigations that examined training elements for their impact on teacher behavior. Although the conclusions here are working hypotheses, we believe they adequately represent the present state of the literature and that training programs can use them reliably (pp. 380-1).

They conclude that inservice training should include the following:

- presentation of theory or description of skill or strategy;
- modeling or demonstration of skills or models of teaching;
- practice in simulated and classroom settings;
- structured and open-ended feedback (provision of information about performance);
- Coaching for application (hands-on in-classroom assistance with the transfer of skills and strategies to the classroom).

Korinek, Schmid, and McAdams (1985) conducted a search of documents from the Educational Resources Information Center, textbooks, reference lists in journal articles and texts, published literature reviews, and an annotated bibliography on inservice education from the National Council of States. They report:

> The review produced over 100 reports which met four criteria: (a) the work was conducted in the United States; (b) it was published subsequent to 1957; (c) endorsements of practices, specific recommendations and/or conclusions about inservice for practicing teachers were included in the report; and (d) it was published in a refereed journal if a comparison or test of procedures was described (p. 33).

Based on their review, they make the following recommendations:

- effective inservice is usually school-based rather than college-based;
- administrators should be involved with the training and fully support it;
- inservice activity should be offered at convenient times for participants;
- rewards and reinforcement should be an integral part of an inservice program;
- inservice programs should be planned in response to assessed needs;
- activities which are a general effort of the school are more effective than "single shot" presentations;
- participants should help plan the goals and activities of the inservice training;
- goals and objectives should be clear and specific;
- individualized programs are usually more effective than those using the same activities for the entire group;
- participants should be able to relate learning to their back home situations;
- demonstrations, supervised practice, and feedback are more effective than having teachers store ideas for future use;
- evaluation should be built into inservice activity.

According to Sparks (1983), studies of teacher effectiveness have

> identified specific classroom management practices, instructional techniques and expectations that appear to help many students raise their reading and math test scores. . . While it is not possible to state conclusively that one inservice design is superior to another, we can put together some general recommendations about staff development programs for more effective teaching (p. 71).

These studies suggest to:

- select content that has been verified by research to improve student achievement;
- create a context of acceptance by involving teachers in decision-making and providing both logistical and psychological administrative support;
- conduct training sessions (more than one) two or three weeks apart;
- include presentation, demonstration, practice, and feedback as workshop activities;
- during training sessions, provide opportunities for small group discussions of the application of new practice and sharing of ideas and concerns about effective instruction;

- between workshops, encourage teachers to visit each other's classrooms, preferably with a simple, objective, student-centered observation instrument;

- develop in teachers a philosophical acceptance of the new practices by presenting research and a rationale for the effectiveness of the techniques;

- lower teachers' perceptions of the cost of adopting a new practice through detailed discussions of the "nuts and bolts" of using the technique and teacher sharing of experiences with the technique;

- help teachers grow in their self-confidence and competence through encouraging them to try only one or two new practices after each workshop;

- for teaching practices that require very complex thinking skills, plan to take more time, provide more practice and consider activities that develop conceptual flexibility.

Finally, Griffin (1983) conducted a review about which he writes

> The purpose of this paper is to review selected research studies that are relevant to, or useful for, school staff development programs. The paper includes topics that I believe are important considerations in the planning, conduct, and evaluation of staff development: context, assessment, content, and process. Research that relates to these considerations is reported and discussed (p. 415).

Based on his review, Griffin concludes that staff development will:

- be designed as a consequence of systematic problem identification by those most directly related to the problem;

- be interactive;

- mitigate to some degree status differences between teachers and administrators;

- depend less on consultants and more on teachers and administrators for substantive procedural guidance;

- be formulated and monitored largely according to perceptions of the participants;

- be formulated, in part, in terms of a careful analysis to the organization and the people for whom it is intended;

- be flexible and responsive to the changes in participants and the changes in the setting;

- be, within reasonable limits, situation specific.

In order to apply these suggestions and recommendations to the evaluation of Effective Teaching Training the evaluator has condensed and synthesized them. The following outline represents a summary of these suggestions and addresses the effectiveness of Effective Teaching Training related to the suggestions. Some of the findings are based on observations made by the evaluator as a participant in Effective Teaching Training, some are the result of an interview with the Director of the E.R. & R, and the rest are derived from literature on Effective Teaching.

- - THE INSERVICE TRAINING SHOULD CONSIST OF A SEQUENCE INVOLVING PRESENTATION, MODELING, PRACTICE, FEEDBACK, AND COACHING.

During the evaluator's participation in the training it was apparent that all the points covered in Effective Teaching Training were clearly presented and most were modeled as part of the presentation. Participants were given the opportunity to practice many of the techniques with small groups of 4 to 5, with feedback being provided by members of the small groups. Throughout the various presentations participants were routinely quizzed and given feedback with regard to their comprehension of the techniques presented. Although very little coaching took place during the actual Effective Teaching Training it is expected that administrators and teachers will work collaboratively to apply Effective Teaching Training techniques in the schools. In this sense administrators and those teachers with greater experience with Effective Teaching Training techniques will be expected to provide coaching to other teachers.

- - THE INSERVICE TRAINING SHOULD BE SCHOOL-BASED (AN EFFORT OF THE LOCAL SCHOOL DISTRICT) AS OPPOSED TO COLLEGE-BASED (AN EFFORT OF A TEACHER EDUCATION INSTITUTION) AND SHOULD NOT BE DEPENDENT UPON OUTSIDE CONSULTANTS.

Effective Teaching Training is entirely conducted through the E.R. & R., with the majority of program facilitators selected from among APS Schools' teachers. Each group of facilitators also contains one trainer who is either a staff member of the E.R. & R. or an itinerant methods and materials specialist.

- - THE INSERVICE TRAINING SHOULD INVOLVE INTERACTION BETWEEN ADMINISTRATORS AND TEACHERS AND SHOULD HELP TO MITIGATE STATUS DIFFERENCES BETWEEN THE TWO.

Administrators and teachers receive separate training, with the administrators undergoing "Clinical Supervision," their complement to Effective Teaching Training. In this sense, the training itself affords no interaction between teachers and administrators, and does nothing to mitigate their status differences. According to the program director, however, it is hoped that these complementary training sessions will provide a "common language" between teachers and administrators so that they can work "collaboratively" within the schools to comprehensively apply the shared techniques.

- - THE INSERVICE TRAINING SHOULD BE HELD AT CONVENIENT TIMES FOR PARTICIPANTS.

Effective Teaching Training is conducted from 8:00 am to 3:00 pm in four sessions beginning on Tuesday and ending on Friday of the same week. The Albuquerque Public Schools uses primarily Chapter 2 funding as well as some operational money to hire substitute teachers for all participants, since the workshop takes place during the teachers' regular contract year.

- - THE INSERVICE TRAINING SHOULD BE BASED ON ASSESSED NEEDS SPECIFIC TO THE SITUATION AND SPECIFIC TO THE PARTICIPANTS INVOLVED IN THE INSERVICE.

Effective Teaching Training is a slightly modified version of the Upland Model for Effective Teaching, which was in turn designed from the writings of Madeline Hunter of the Department of Elementary Education at the University of California at Los Angeles. According to the program director, the content of this model was analyzed and adjusted over a three month period by APS classroom teachers before being implemented within APS. However, no needs assessment conducted within APS was cited as a basis for modifications to The Upland Model.

- - THE INSERVICE TRAINING SHOULD BE AN ONGOING EFFORT OF ENTIRE SCHOOLS AS OPPOSED TO A "SINGLE SHOT" WORKSHOP.

It is the intent of APS to train all teachers and administrators in the "Clinical Supervision - Effective Teaching" complement over a four year period. Although the initial training takes place at a central location, commitment to the model and an increasing implementation of it should take place at the school level through a collaborative effort between teachers and administrators with follow-up planned for all participants.

- - THE INSERVICE TRAINING SHOULD BE PLANNED BY PARTICIPANTS AND MODIFIED AS NECESSARY BY PARTICIPANTS.

As was previously mentioned, Effective Teaching Training is a self-contained staff development program for teachers which the Albuquerque Public Schools adopted from The Upland Model. Although some modifications were made for the presentation to APS teachers, and although slight variations exist among the presentations to elementary, middle, and high school teachers, the basic elements of the training remain consistent. However, comments made by participants during the training are considered by presenters in preparing future workshops.

- - THE INSERVICE TRAINING SHOULD CONTAIN CLEAR GOALS AND OBJECTIVES WHICH ARE MADE APPARENT TO THE PARTICIPANTS.

The short-term goals of Effective Teaching Training, which aim to provide teachers with skills and techniques which they can implement upon returning to the classroom, and which attempt to renew enthusiam for the profession among teachers, are made evident to participants during the beginning of the workshop. A major long-term goal, which is to provide teachers and administrators who function as instructional leaders a common language related to teaching skills and techniques, is also communicated to teacher participants throughout the training.

- - THE INSERVICE TRAINING SHOULD BE INDIVIDUALLY TAILORED TO TEACHER NEEDS AS OPPOSED TO BEING THE SAME FOR THE ENTIRE GROUP.

Although teachers receiving Effective Teaching Training are encouraged to adapt its techniques to fit their own teaching styles, the training itself is consistent for all who participate.

- - **THE CONTENT OF THE INSERVICE TRAINING SHOULD BE VERIFIED BY RESEARCH AS IMPROVING STUDENT ACHIEVEMENT.**

Effective Teaching Training is designed to bring about those behaviors in teachers which Madeline Hunter, through her research, has identified as positively related to student learning.

- - **THE INSERVICE TRAINING SHOULD PROVIDE OPPORTUNITIES FOR SMALL GROUP DISCUSSIONS OF APPLICATIONS AND CONCERNS, AND SHOULD RELY ON PEERS TO HELP INDIVIDUAL TEACHERS WORK OUT ANY DOUBTS THEY MAY HAVE ABOUT THE USEFULNESS OF THE TECHNIQUE OR THEIR ABILITY TO APPLY THE TECHNIQUE.**

During the four-day workshops teachers frequently work in groups of four or five in order to complete tasks where they are asked to apply the techniques of Effective Teaching Training in hypothetical classroom situations. Specific time is not set aside during the four days to allow teachers to work out doubts or concerns about Effective Teaching Training practices among themselves. However, since Effective Teaching Training is an ongoing structure where commitment to the model and an increasing implementation of it is expected to take place at the school level, with follow-up to address individual questions and concerns regarding training.

In summary, Effective Teaching appears to satisfy many of these criteria. It follows the prescribed sequencing of instruction - presentation, modeling, practice, feedback, and coaching; it is an effort of the school district as opposed to the product of an external institution or consultant; it is held at convenient times for teachers, who are allowed release time to attend; and it is an ongoing effort of the district, with continuing support for and development of the concepts in the schools following the training.

The training fails to meet those criteria which suggest it should: be planned as necessary by participants; be individually tailored to meet teachers' specific needs; allow for interaction between administrators and teachers and mitigate to a certain extent status differences between the two; and be based on assessed needs specific to APS.

How do individual teachers view the content, presentation and concepts of Effective Teaching Training in relation to their professional concerns, needs, and development?

Two sources of data were used in answering this question. The first source consists of the 426 responses to the standard APS Staff Development Workshop Evaluation form which each participant was asked to complete on the final day of each of the four-day training sessions (see Appendix A). The second consists of individual interviews of a random sample of 39 teachers stratified by teaching level, who had participated in the training during the second semester of the 1985-86 school year.

The interviews yielded information which, for the most part, concurs with teacher responses to the open-ended questions on the standard evaluation form. Additional information from the interviews will be presented following the analysis of the responses to these open-ended questions.

Table III presents the results of the tabulation of teacher responses to the first seven quantitative survey questions.

T A B L E III

APS staff development workshop evaluation results

o The organization of the workshop was:

7 = excellent, 1 = poor

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.96	6.82	6.94	6.91
# of Respondents	158	136	132	426

o The objectives of the workshop were:

7 = clearly evident, 1 = vague

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.84	6.87	6.83	6.85
# of Respondents	158	136	132	426

o The work of the presenter(s) was:

7 = excellent, 1 = poor

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.94	6.81	6.83	6.86
# of Respondents	158	136	132	426

TABLE III (CONTINUED)

o The ideas and activities presented were:

7 = very interesting, 1 = dull

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.66	6.44	6.5	6.54
# of Respondents	158	136	132	426

o The scope (coverage) was:

7 = very adequate, 1 = inadequate

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.75	6.54	6.58	6.63
# of Respondents	158	136	132	426

o My attendance at this workshop should prove:

7 = very beneficial, 1 = not beneficial

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.67	6.63	6.60	6.63
# of Respondents	158	136	132	426

T A B L E III (C O N T I N U E D)

o Overall, I consider this workshop:

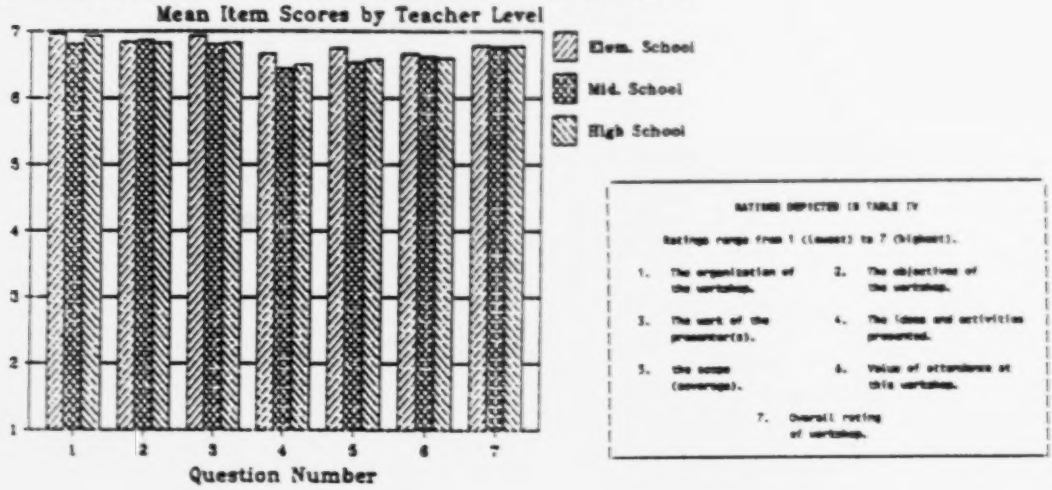
7 = excellent, 1 = poor

	Elementary Teachers	Middle School Teachers	High School Teachers	All Teachers
Mean Score	6.79	6.77	6.78	6.78
# of Respondents	158	136	132	426

Table IV depicts a comparison of mean scores for each survey item by teacher levels.

T A B L E IV

EFFECTIVE TEACHING WORKSHOP EVALUATION


Mean Item Scores by Teacher Level
Elem. School
Mid. School
High School
Question Number
RATINGS DEPICTED IN TABLE IV
Ratings range from 1 (lowest) to 7 (highest).
1. The organization of the workshop.
2. The objectives of the workshop.
3. The work of the presenter(s).
4. The ideas and activities presented.
5. The scope (coverage).
6. Value of attendance at this workshop.
7. Overall rating of workshop.

It is evident from these figures that participants rated all aspects of the training very highly. In the cases of all three levels of teacher groups the highest-ranking aspects were "organization of the workshop," "the work of the presenters," and "clearly stated objectives of the workshop" (not always in that order).

In addition to these ratings, each participant was asked to complete four open-ended questions which are also a part of the APS Staff Development Workshop Evaluation Form. Below each question the comments, along with the frequency of the comment, are presented.*

- "What would you suggest as a topic for a followup activity?"

Comment	Frequency of Response
Reunion	179
Content/Grade/Department/Sharing on Effective Teaching	24
Swap shop/Sharing sessions	17
Individualized followups/Classroom visits	6
An "Effective Teaching" newsletter	4
Effective Teaching, part II	4
A sponge book	3
Classroom management	2
Support groups	2

Comments which were made only once include:

Motivation
Support on site
Student retention
Improving communications
Idea update
Remediation
Ability grouping
Use of Effective Teaching with slow learners
Drug abuse
Problem solving
Personality development
Higher level thinking skills
Task analysis
Bloom's taxonomy

- "The stronger features of this workshop were:"

Comment	Frequency of Response
Presenters	194
Organization/methods/materials	151
Atmosphere	86
Participant sharing	70
Renewal	43
5 Step Lesson Plan	27
Modeling	24
Active Participation	19

*Data compiled by Kathy Andreson, Resource Specialist, E.R. & R.

- "The stronger features of this workshop were:" (Continued)

Comment	Frequency of Response
Hands-On	11
Useful	9
Motivation	8
Taxonomy	8
Task Analysis	8
Sponges	5
Everything	5
End Lesson	4
Signals	3
Notebook	3
Variety	3

- "The weaker features were:"

Comment	Frequency of Response
No comment	82
Time (too long, too short, too fast)	63
Environment (chairs hard, room hot, tables uncomfortable, etc.)	20
Material (too much, it's review - not new)	18
More sharing needed	8
Four days too short	7
Task Analysis	7
Games (too cute, condescending)	6
Being away from classroom	6
Signals	5
Behavioral Objectives	3
Reinforcement	3
No planned followup	2

- "General Comments:"

Comment	Frequency of Response
Excellent/well done	135
Worthwhile/useful	107
Thank you	77
I feel rejuvenated	52
The best I've ever attended	30
APS is doing a good job	24
Well presented	14

The following additional comments, from individual teacher interviews, are presented in those instances where they provide information beyond that obtained from the open-ended questions on the staff development survey form.* the Department of Planning, Research, and Accountability.

- "What aspects of Effective Teaching Training were most useful to you?"

  Responses to this question fell into several categories. Respondents most frequently pointed to ways in which the training had: increased awareness of techniques; reinforced currently used strategies; and clarified techniques which they had learned about in the past. Many teachers also indicated that their morale had been raised by such things as: the professionalism and enthusiasm of the presenters; the fact that the presenters were fellow teachers; the collegiality and sharing with peers; and the district's provision of release time to participate.

- "What aspects of Effective Teaching Training were least useful to you?"

  Eleven of the teachers interviewed indicated that all aspects of the training had been useful, while several teachers mentioned the difficulties of being away from the classroom for four consecutive days. No single specific aspect of the training was cited by more than 10% of those teachers interviewed as being least useful. However, some criticism was directed at: the group participation activities because of their "gamelike" nature; Motivation Theory because of its emphasis on extrinsic rather than intrinsic rewards; and Task Analysis because it seemed unnecessary when teachers planned properly. Three high school teachers felt that the Motivational Theory and Classroom Management techniques were more appropriate to elementary instruction, while one teacher said the techniques were not applicable to vocational courses.

- "In what ways has Effective Teaching Training proved helpful in strengthening you as a teacher?"

  For the most part teachers cited those aspects of the training which they had found most useful overall as being those which also helped strengthen them as teachers. The majority indicated that the training had increased their awareness of the process of teaching. A few teachers, however, mentioned that they had not, at the time of the interview, had the opportunity to implement the techniques in the classroom.

- "What suggestions do you have for improving Effective Teaching Training?

  Individual responses to this question included: avoid scheduling training at the end of the grading period; make the purpose of the training apparent at the beginning of the session; de-emphasize the fact that those teachers receiving the training in the earlier sessions were selected because they were the "bluebirds" or the "cream of the crop" since this caused resentment within the schools; and provide some kind of systematic follow-up.

*Personal interviews conducted and analyzed by Margaret Prather, under contract with the Department of Planning, Research, and Accountability.

- "What additional comments would you like to make?"

  The only comment made in response to this question from personal interviews which did not appear on the standard evaluation form expressed concern that the district would issue subsequent mandates to use Effective Teaching Training techniques in the classroom, and would use the techniques of the training as a basis for future teacher evaluations.

Overall teachers indicated strong approval of and enthusiasm for the content of the program and the method of presentation. It is clear that the overwhelming majority of teachers enjoyed the workshop, found the content interesting, and felt that they had learned skills and techniques which they could apply in the classroom. There was isolated criticism which focused on such things as: specific individual activities within the training (such as practice in applying Bloom's Taxonomy and presenting lesson plans to fellow teachers); the lack of applicability of many concepts and techniques to vocational and special content areas; the emphasis on elementary instruction; and the lack of really "new" ideas.

What levels of impact do the concepts of Effective Teaching Training have on teachers both before and after participation in the training? Does the training significantly increase teachers' understanding of these concepts and their abilities to apply the concepts and adapt them to their own teaching styles and circumstances?

In order to address this question an instrument was developed to measure pre- and post-training levels of awareness of Effective Teaching Training (see Appendix B). Participants were asked to rate their level of awareness of 22 concepts covered in the training. These concepts were grouped into 5 larger areas: Bloom's Taxonomy; Classroom Management; 5 Step Lesson Plan; Motivational Theory; and Task Analysis. In responding to the questions on this survey, the following key was employed:

1 = Unaware of concept.
2 = Some familiarity with concept.
3 = Understand how concept relates to teaching and learning.
4 = Have knowledge to begin to use those principles and skills in the classroom which are related to the concept.
5 = Have begun to integrate the concept, through principles and skills, into my individual teaching style in the classroom.

This scale reflects an increasing level of awareness of the concepts of Effective Teaching Training. A response of "1" indicates that a teacher has no knowledge of particular element of the training, while a response of "5" indicates that the particular element is well-understood and incorporated into the teacher's techniques of instruction.

Table V presents the mean pre- and post-training scores on the Level of Awareness survey.

T A B L E V

MEAN PRE- AND POST-TRAINING LEVEL OF AWARENESS SCORES

	CONCEPT	Pre-Training	Post-Training
I.	Bloom's Taxonomy	2.795	4.158 *
	Evaluation	3.012	4.179 *
	Application	2.759	4.179 *
	Comprehension	2.855	4.231 *
	Analysis	2.819	4.141 *
	Knowledge	2.687	4.192 *
	Synthesis	2.639	4.026 *
II.	Classroom Management	2.440	4.321 *
	Sponge Activities	1.928	4.154 *
	Active Participation	2.952	4.487 *
III.	5 Step Lesson Plan	2.154	4.346 *
	Guided Practice	2.313	4.359 *
	Closure	2.361	4.321 *
	Independent Practice	2.277	4.410 *
	Anticipatory Set	1.663	4.295 *
IV.	Motivational Theory	2.299	4.207 *
	Interest	2.916	4.333 *
	Feeling Tone	1.723	4.256 *
	Success	2.711	4.205 *
	Knowledge of Results	2.157	4.179 *
	Reward to Task	2.494	4.128 *
	Level of Concern	1.795	4.141 *
V.	Task Analysis	2.490	4.120 *
	Components	2.072	4.026 *
	Sequencing	2.373	4.064 *
	Objectives	3.024	4.269 *
IV.	Other		
	Behavioral Obj.	3.486	4.449 *
IIV.	Total Raw Score	58.976	93.026 *

1 = Unaware of concept.
2 = Some familiarity with concept.
3 = Understand how concept relates to teaching and learning.
4 = Have knowledge to begin to use those principles and skills in the classroom which are related to the concept.
5 = Have begun to integrate to concept, through principles and skills, into my individual teaching styles in the classroom.

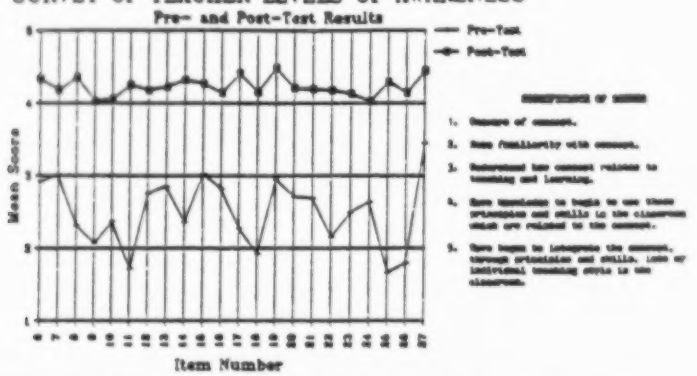
*Statistically significant increase between pre- and post-training or beyond the .05 level (t-test).

Analysis of these figures indicates that statistically significant gains in post-training scores resulted with all concepts. The greatest increases occurred with Anticipatory Set (5 Step Lesson Plan), followed by Feeling Tone (Motivational Theory) and Level of Concern (Motivational Theory). Not surprisingly, these were the three concepts with which teachers reported that they were least familiar on the pre-measure. The smallest increases occurred with Behavioral Objectives, followed by Objectives (Task Analysis) and Evaluation (Bloom's Taxonomy). Likewise, these were the three concepts with which teachers reported they were most familiar on the pre-measure.

Table VI depicts the mean pre- and post-training changes in levels of awareness.

T A B L E VI

SURVEY OF TEACHER LEVELS OF AWARENESS



ITEM FROM LEVEL OF AWARENESS OF EFFECTIVE TEACHING TRAINING CONCEPTS

The first five items are not related to "Levels of Awareness."

6. Interest (Motivational Theory)	17. Independent Practice (5 Step Lesson Plan)
7. Evaluation (Bloom's Taxonomy)	18. Sponge (Classroom Management)
8. Guided Practice (5 Step Lesson Plan)	19. Active Participation (Classroom Management)
9. Components (Task Analysis)	20. Success (Motivational Theory)
10. Sequencing (Task Analysis)	21. Knowledge (Bloom's Taxonomy)
11. Feeling Tone (Motivational Theory)	22. Knowledge of Results (Motivational Theory)
12. Application (Bloom's Taxonomy)	23. Reward vs Task (Motivational Theory)
13. Comprehension (Bloom's Taxonomy)	24. Synthesis (Bloom's Taxonomy)
14. Closure (5 Step Lesson Plan)	25. Anticipatory Set (5 Step Lesson Plan)
15. Objectives (Task Analysis)	26. Level of Concern (Motivational Theory)
16. Analysis (Bloom's Taxonomy)	27. Behavioral Objectives

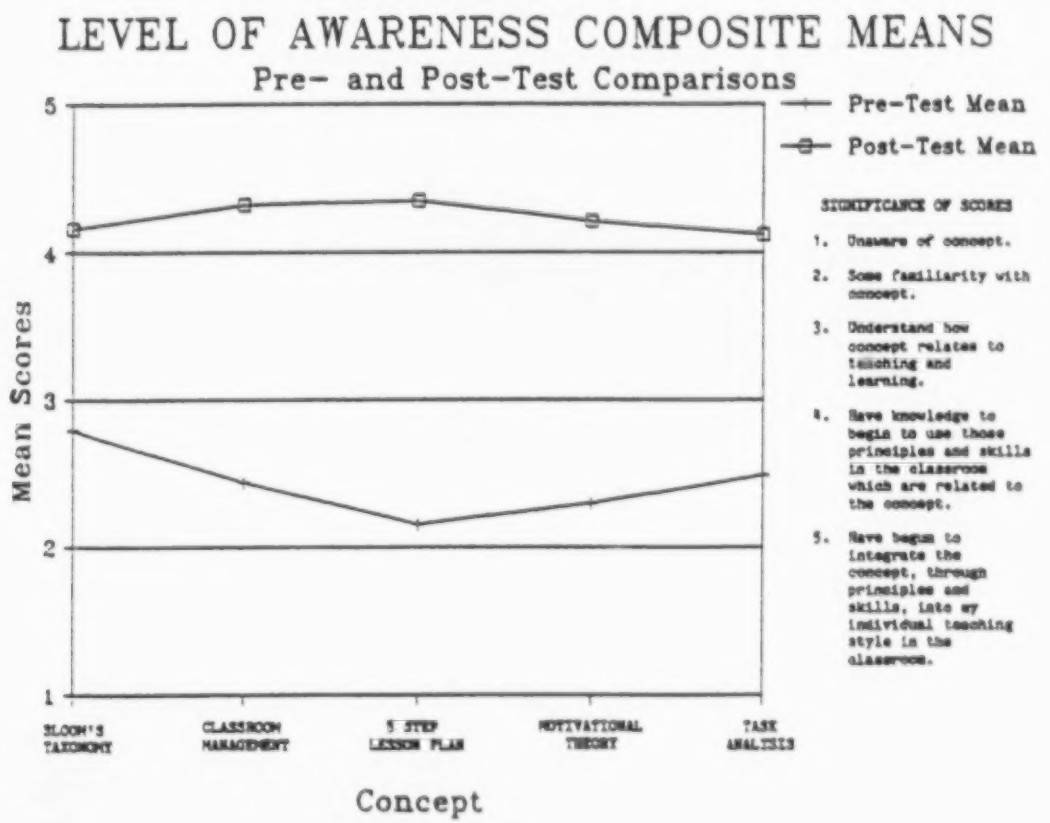
On ten of the twenty-two concepts the most frequently occurring response from teachers indicated that as a group they felt they were unaware of the concepts when completing the pre-training survey. These concepts were Guided Practice (5 Step Lesson Plan), Components (Task Analysis), Sequencing (Task Analysis), Feeling Tone (Motivational Theory), Closure (5 Step Lesson Plan), Independent Practice (5 Step Lesson Plan), Sponges (Classroom Management), Knowledge of Results (Motivational Theory), Anticipatory Set (5 Step Lesson Plan), and Level of Concern (Motivational Theory).

On another two concepts, Objectives (Task Analysis) and Behavioral Objectives, the most frequently occurring response from teachers on the pre-training measure indicated that as a group they felt they had already begun to integrate the concept into their individual teaching styles in the classroom. Synthesis (Bloom's Taxonomy) responses indicated that as a group on the pre-training measure teachers ranged from unfamiliarity with the concept to an understanding of how the concept related to learning and the classroom.

On the post-training measure the most frequently occurring response on nineteen of the twenty-two concepts suggests that, following the workshops, teachers perceived that they had begun to integrate the concepts into their own individual styles in the classroom. The three exceptions were Components (Task Analysis), Sequencing (Task Analysis), and Synthesis (Bloom's Taxonomy), where the most frequently occurring response indicated that teachers as a group believe that they have the knowledge to begin to use the skills and techniques related to the concept in the classroom, but as yet have not begun to do so.

Table VII depicts pre- and post-training differences in level of awareness grouped by general concepts.

T A B L E VII


LEVEL OF AWARENESS COMPOSITE MEANS
Pre- and Post-Test Comparisons
Pre-Test Mean
Post-Test Mean
SIGNIFICANCE OF SCORES
1. Unaware of concept.
2. Some familiarity with concept.
3. Understand how concept relates to teaching and learning.
4. Have knowledge to begin to use those principles and skills in the classroom which are related to the concept.
5. Have begun to integrate the concept, through principles and skills, into my individual teaching style in the classroom.
Mean Scores
5
4
3
2
1
BLOOM'S TAXONOMY
CLASSROOM MANAGEMENT
5 STEP LESSON PLAN
MOTIVATIONAL THEORY
TASK ANALYSIS
Concept

This graph indicates that as a group teachers surveyed have the knowledge to begin to implement the general concepts in their classrooms. Interestingly, teachers were least familiar with the elements of the 5 step lesson plan prior to the training. However, after training they reported that they were more familiar with the 5 step lesson plan than any of the other concepts.

The fact that teachers reported such high levels of awareness of these concepts following Effective Teaching Training may be interpreted to mean that, in fact, their levels of awareness did increase significantly. However, a few individual teachers commented on the post-training survey that prior to training they had been familiar with most of the concepts, but were not familiar with the names which Effective Teaching Training had assigned to them.

With regard to the three concepts on which the majority of responses fell below the maximum on the post-training survey, it is unclear whether less time was given in the training to practice these concepts, or whether they are harder to implement in the classroom.

In summary, Effective Teaching Training appears to significantly increase teachers' reported levels of awareness of the concepts covered in the workshop. Prior to training, the majority of teachers reported a lack of awareness of most of the concepts, whereas following the training the majority of teachers indicated they had begun to implement the concepts in the classroom.

What attitudes do teachers bring into Effective Teaching Training with regard to themselves as professionals, teaching as a profession, students as learners, and staff development as an opportunity for professional growth? Does participation in Effective Teaching Training improve teachers' attitudes in these areas?

In order to address this question an instrument was developed to measure pre- and post-training professional attitudes among teachers (see Appendix C). Participants were asked to rate their attitudes on twenty-five specific points having to do with commitment to teaching, peer interaction, inservice training, student morale, teacher morale, the public image of teaching and the self-image of teachers. In responding to these items a "1" indicated strong agreement with the statement, while a "5" indicated strong disagreement. The statements were phrased in such a way that agreement was indicative of a positive attitude.

Although student morale, teacher morale and the public image of teaching are not addressed directly by Effective Teaching Training, it was felt that they are important factors of overall teacher morale, and were therefore included in the overall measure of teacher's attitudes toward education. It was also important to measure these dimensions in order to obtain a profile of the attitudes of teachers prior to receiving Effective Teaching Training.

As can be seen by the data presented in tables VIII and IX on the following pages the training had no significant effect on teachers' attitudes toward student morale, teacher morale, the public image of teaching, commitment to teaching, peer interaction, or the self-image of teachers.

Table VIII represents mean pre- and post-training scores.

T A B L E VIII

SUMMARY OF PRE- AND POST-TRAINING SCORES ON TEACHER ATTITUDE SURVEY. (Lower numbers indicate a more positive response.)

Question Number	Question	Pre-Training	Post-Training	Difference
6.*	In general, I feel that most of my students respect me as a teacher.	1.471	1.382	.089
7.	The exchange of professional ideas among teachers is valuable	1.262	1.184	.098
8.	I usually benefit from inservice training.	2.494	2.342	.152
9.	I am abreast with the current writings regarding the teaching of my content area(s).	2.024	1.987	.037
10.	Teachers are directly (but not necessarily solely) responsible for student achievement.	2.141	1.934	.207
11.	Today's students are just as interested in learning as those of the past.	2.553	2.579	-.026
12.	I find that inservice training enhances my teaching skills.	2.600	2.329	.271**
13.	The state-of-the-art of teaching is constantly changing.	2.306	2.171	.135
14.	I give of myself professionally above and beyond the call of duty.	1.518	1.461	.057
15.	If I had it to do over again, I would still choose a career in education.	2.318	2.316	.002
16.	The morale among teachers at my school is high.	3.247	3.118	.129
17.	I seek out better ways to do my job.	1.612	1.487	.125
18.	As a teacher I can affect educational improvement.	1.953	1.842	.116
19.	As a teacher, I am competent.	1.282	1.276	.006
20.	I enjoy the majority of students I teach.	1.376	1.368	.008
21.	I don't mind being observed by administrators or other teachers when I teach.	1.835	1.776	.059
22.	In my career as a teacher I have served as an inspiration to some of my students.	1.882	1.763	.119
23.	When I learn of an exciting new idea in teaching, I look for an opportunity to try it out in class.	1.612	1.539	.073
24.	Teachers and schools can overcome many cultural and economic disadvantages from which students suffer.	2.365	2.395	-.030
25.	Quality teaching can help to provide students with more career opportunities.	1.824	1.724	.100
26.	One major purpose of inservice training should be to generate or renew enthusiasm for one's profession.	1.482	1.382	.100
27.	The state-of-the-art of teaching is constantly improving.	2.412	2.145	.267**
28.	There is a positive exchange of professional ideas among my peers and me.	2.118	2.013	.105
29.	I feel that I have adequate opportunities to develop professionally.	2.341	2.237	.104
30.	I generally look forward to coming to work.	1.835	1.737	.098
	Mean Total Score	59.882	57.487	2.395 **

*Questions 1 through 5 are not realted to teaches' attitudes.

**Statistically significant beyond the .05 level (t-test).

Although all but two items demonstrated more positive attitudes following the training, only two items produced statistically significant attitute improvements on the post-survey.

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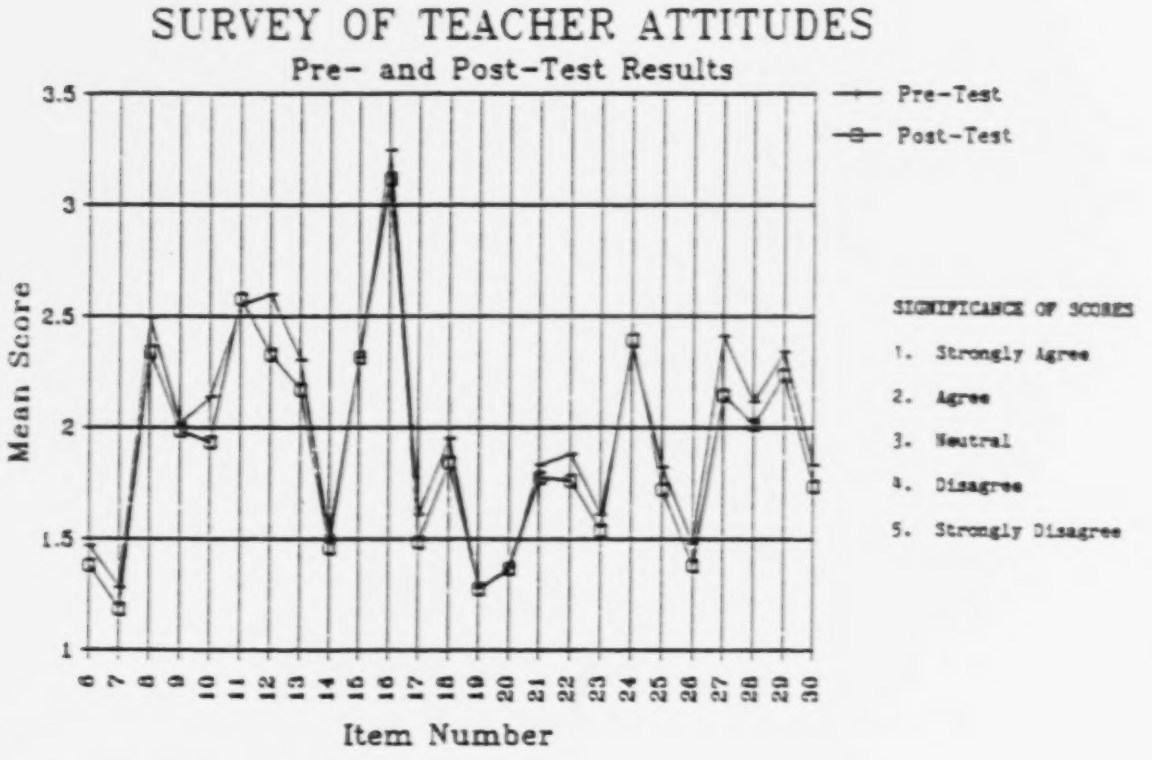
Table IX depicts mean pre- and post-test scores for teachers' attitudes.

T A B L E IX



As indicated by figures on Table VIII on page 25 and in the graph above, participants in Effective Teaching Training demonstrated statistically significant overall attitude improvements as measured by this survey, and also improvements on the dimensions measured by items twelve ("I find that inservice training enhances my teaching skills") and twenty-seven ("The state-of-the-art of teaching is constantly improving"). Item twelve addresses staff development in general, and the change in mean score suggests that teachers feel more confident in their teaching skills after having participated in Effective Teaching Training. The change in mean score on item twenty-seven indicates that teachers feel that the training has made teachers more aware of innovations and improvements in teaching. The change in overall mean score reveals that following training this sample of teachers demonstrated a better education-related attitude than they did before the training.

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In examining only pre-training scores, only one item ("The morale among teachers at my school is high") yielded a mean score higher than "three." Eleven items yielded mean scores between "2" and "3," while thirteen yielded mean scores between "1" and "2." Nine of those thirteen items have to do with teachers' individual self-concepts.

Overall it appears that the morale among the teachers surveyed is relatively high, although these same teachers as a group expressed neutral feelings regarding whether the morale among other teachers at their schools was high. The observation that these teachers rated their own morale as being higher that the morale of other teachers at their schools suggests that the sample of teachers surveyed may feel more positively about teaching than the majority of APS teachers, and may not be representative of APS teachers as a whole with regard to attitude.

CONCLUSIONS

- The responses of participants to a questionnaire and interviews following Effective Teaching Training indicated strong approval of and enthusiasm for the content of the program and the method of presentation. It is clear that the overwhelming majority of teachers enjoyed the workshop, found the content interesting, and felt they had learned skills and techniques which they could apply in the classroom.

- There were isolated criticisms which focused on such things as: specific individual activities within the training (such as practice applying Bloom's Taxonomy and presenting lesson plans to fellow teachers); the lack of applicability of many concepts and techniques to vocational and special content areas; the emphasis on elementary instruction; and the lack of really "new" ideas.

- Effective Teaching Training significantly increased teachers' reported levels of awareness of the concepts covered in the workshop. Prior to training, the majority of teachers reported a lack of awareness of most of the concepts, whereas following the training the majority of teachers indicated they had begun to implement the concepts in the classroom.

- Although it was mentioned by a few participants that it was the labeling of the concepts, and not the concepts themselves, which they had learned in the training, it would appear that for these individuals the workshop still had provided a "common language" for the communication of these concepts.

- When compared to recent research findings on those elements of inservice training which constitute "best practices," Effective Teaching satisfies most of the criteria. It follows the prescribed sequencing of instruction - presentation, modeling, practice, feedback, and coaching; it is an effort of the school district as opposed to the product of an external institution or consultant; it is held at convenient times for teachers, who are allowed release time to attend; and it is an ongoing effort of the district, with continuing support for and development of the concepts in the schools following the training.

- The training could do more to meet those research-supported criteria which suggest it should: be planned by participants; be individually tailored to meet teachers' specific needs; allow for interaction between administrators and teachers and mitigate to a certain extent status differences between the two; and be based on assessed needs specific to APS.

- Participants felt more in agreement following training than before training that inservice enhances their teaching skills and that the state-of-the-art of teaching is constantly improving. On an overall measure of attitudes toward education teachers demonstrated a positive shift following training.

- The training did little to improve teachers' self-image, attitudes toward students, perceptions of the public image of teachers, or their attitudes toward peer interaction. However, their attitudes with regard to these dimensions were found to be relatively positive prior to the training.

Current APS policy insures that staff members, including the project leader, will review the data and findings contained in this report. A plan which includes appropriate steps to address identified program needs will be implemented.

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APPENDIX A

Staff APS Development

ALBUQUERQUE PUBLIC SCHOOLS

WORKSHOP EVALUATION FORM

INSTRUCTIONS: PLEASE INDICATE THE WORKSHOP YOU ATTENDED AND THE DATE. COMPLETELY FILL IN THE CIRCLE FOR THE NUMBER WHICH BEST EXPRESSES YOUR REACTION TO EACH OF THE FOLLOWING STATEMENTS. USE A NO. 2 LEAD PENCIL ONLY. IF YOU CHANGE YOUR CHOICE ERASE THE FIRST MARK THOROUGHLY. PLEASE MAKE NO EXTRANEOUS MARKS ON THIS SHEET. SPACE HAS BEEN PROVIDED SHOULD YOU WISH TO COMMENT.

NAME OF WORKSHOP: _____ DATE: _____

MY POSITION IN APS IS:

1. REGULAR CLASSROOM TEACHER ○
2. SPECIAL EDUCATION TEACHER OR SUPPORT PERSONNEL ○
3. COUNSELOR, NURSE, LIBRARIAN OR OTHER SUPPORT PERSONNEL ○
4. ADMINISTRATOR ○
5. OTHER _____ ○

MY "HOME BASE" OF OPERATIONS IS:

1. A SCHOOL ○
2. CENTRAL OFFICE OR CENTRAL OFFICE SATELLITE ○
3. EAST AREA OFFICE ○
4. NORTH AREA OFFICE ○
5. SOUTH AREA OFFICE ○

1. The organization of the workshop was:	Excellent	⑦	⑥	⑤	④	③	②	①	Poor
2. The objectives of the workshop were:	Clearly Evident	⑦	⑥	⑤	④	③	②	①	Vague
3. The work of the presenter(s) was:	Excellent	⑦	⑥	⑤	④	③	②	①	Poor
4. The ideas and activities presented were:	Very Interesting	⑦	⑥	⑤	④	③	②	①	Dull
5. The scope (coverage) was:	Very Adequate	⑦	⑥	⑤	④	③	②	①	Inadequate
6. My attendance at this workshop should prove:	Very Beneficial	⑦	⑥	⑤	④	③	②	①	Not Beneficial
7. Overall, I consider this workshop	Excellent	⑦	⑥	⑤	④	③	②	①	Poor

8. What would you suggest as a topic for a followup activity? _____

9. The stronger features of this workshop were: _____

10. The weaker features were: _____

11. General Comments: _____

THANK YOU FOR ATTENDING

APPENDIX B

LEVEL OF AWARENESS OF "EFFECTIVE TEACHING TRAINING" CONCEPTS

Instructions:
- o Please use a # 2 or # 2.5 lead pencil.
- o Fill in all bubbles darkly and completely.
- o Answer only on the front of the machine scorable answer sheet.

1. Have you received "Effective Teaching Training?" a.) Yes b.) No

2. Sex: a.) male b.) female

3. Type of school: a.) elementary b.) mid school c.) high school

4. Years with A.P.S.: a.) 2 or less b.) 3 to 5 c.) 6 to 10 d.) 11 to 20 e.) more than twenty

5. Years in teaching or education: a.) 2 or less b.) 3 to 5 c.) 6 to 10 d.) 11 to 20 e.) more than twenty

Use the scale below to respond to the concepts listed in questions 6 through 27. Make only one response for each concept.

a.) Unaware of concept.
b.) Some familiarity with concept.
c.) Understand how concept relates to teaching and learning.
d.) Have knowledge to begin to use those principles and skills in the classroom which are related to the concept.
e.) Have begun to integrate the concept, through principles and skills, into my individual teaching style in the classroom.

6. Interest (Motivational Theory)
7. Evaluation (Bloom's Taxonomy)
8. Guided Practice (5 Step Lesson Plan)
9. Components (Task Analysis)
10. Sequencing (Task Analysis)
11. Feeling Tone (Motivational Theory)
12. Application (Bloom's Taxonomy)
13. Comprehension (Bloom's Taxonomy)
14. Closure (5 Step Lesson Plan)
15. Objectives (Task Analysis)
16. Analysis (Bloom's Taxonomy)
17. Independent Practice (5 Step Lesson Plan)
18. Sponge Activities (Classroom Management)
19. Active Student Participation (Classroom Management)
20. Success (Motivational Theory)
21. Knowledge (Bloom's Taxonomy)
22. Knowledge of Results (Motivational Theory)
23. Reward to Task (Motivational Theory)
24. Synthesis (Bloom's Taxonomy)
25. Anticipatory Set (5 Step Lesson Plan)
26. Level of Concern (Motivational Theory)
27. Behavioral Objectives

Thank you for your time. Please return completed answer sheets to:

Michael Shainline
P.R.A., Monroe Complex

35

PRA386

APPENDIX C

TEACHER ATTITUDE SURVEY

Instructions:
- Please use a # 2 or # 2.5 lead pencil.
- Fill in all bubbles darkly and completely.
- Answer only on the front of the machine scorable answer sheet.

1. Have you received "Effective Teaching Training?" a.) Yes b.) No

2. Sex: a.) male b.) female

3. Type of school: a.) elementary b.) mid school c.) high school

4. Years with A.P.S.: a.) 2 or less b.) 3 to 5 c.) 6 to 10 d.) 11 to 20 e.) more than twenty

5. Years in teaching or education: a.) 2 or less b.) 3 to 5 c.) 6 to 10 d.) 11 to 20 e.) more than twenty

Please use this scale to answer the following questions:

a.	b.	c.	d.	e.
strongly agree	agree	neutral	disagree	strongly disagree

6. In general, I feel that most of my students respect me as a teacher.

7. The exchange of professional ideas among teachers is valuable.

8. I usually benefit from inservice training.

9. I am abreast with the current writings regarding the teaching of my content area(s).

10. Teachers are directly (but not necessarily solely) responsible for student achievement.

11. Today's students are just as interested in learning as those of the past.

12. I find that inservice training enhances my teaching skills.

13. The state-of-the-art of teaching is constantly changing.

14. I give of myself professionally above and beyond the call of duty.

15. If I had it to do over again, I would still choose a career in education.

16. The morale among teachers at my school is high.

17. I seek out better ways to do my job.

18. As a teacher I can affect educational improvement.

19. As a teacher, I am competent.

Please see reverse side.

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Please use this scale to answer the following questions:

a.	b.	c.	d.	e.
strongly agree	agree	neutral	disagree	strongly disagree

20. I enjoy the majority of students I teach.

21. I don't mind being observed by administrators or other teachers when I teach.

22. In my career as a teacher I have served as an inspiration to some of my students.

23. When I learn of an exciting new idea in teaching, I look for an opportunity to try it out in class.

24. Teachers and schools can overcome many cultural and economic disadvantages from which students suffer.

25. Quality teaching can help to provide students with more career opportunities.

26. One major purpose of inservice training should be to generate or renew enthusiasm for one's profession.

27. The state-of-the-art of teaching is constantly improving.

28. There is a positive exchange of professional ideas among my peers and me.

29. I feel that I have adequate opportunities to develop professionally.

30. I generally look forward to coming to work.

Thank you for your cooperation!

Please return questionnaires and completed survey forms to:

Michael Sheinline
P.R.A., Monroe Complex

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